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ABSTRACT

School/community partnerships have been promoted as an essential ingredient for educational reform in the United States. Before implementing the Community/Classroom Partnerships Project, a statewide survey was conducted in 1990 in Virginia to elicit information about school/community partnerships. The mail and telephone survey was administered to 133 school district superintendents, of whom 115 responded. The first part of the report provides a survey overview, and the second part summarizes responses to each of the 12 survey questions. Information is provided about partnership demographic characteristics, the kinds and length of involvement, origin, goals and outcomes, resources, and recommendations for improvement. Conclusions are that partnerships in Virginia are abundant, broadly defined, diverse, and viewed as related to school reform. Successful programs are well organized, and "Adopt-a-School" programs are most popular. With increasing demand for measurable results, monitoring and needs assessment plans are crucial. (LMI)

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The 1990-1991
STATEWIDE SURVEY OF
VIRGINIA'S SCHOOL/COMMUNITY PARTNERSHIPS:
A Description

given with the assistance of:

The Virginia Chamber of Commerce
The Virginia Association of Chamber of Commerce Executives
The Virginia Department of Education

Produced by
The Community/Classroom Connection Project
funded by a grant from the
Virginia Department of Criminal Justice Services

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PREFACE

In April 1990 the Virginia Chamber of Commerce, the Virginia Association of Chamber of Commerce Executives, and the Department of Education assisted the Virginia Department of Volunteerism in conducting a statewide survey of school/community partnerships. Local Chamber executives conducted interviews with representatives of school districts throughout the state to survey their partnerships with local businesses and nonprofit organizations.

The information we obtained is extensive and diverse and includes such factors as school size, enrollment, setting, nature and extent of community involvement, and descriptions of the partnerships are being compiled into a data base. Some of the responses to the survey lacked the expected specificity due to the lack of consensus regarding the term "partnership." Consequently, a variety of joint projects were described and are included in this summary although not fully compatible with our concept of school/community partnerships.

The survey findings are divided into two parts. The first part is an overview of the survey which explains how and why it was conducted. The second part is a summary of the responses provided by the school districts to each question. It is anticipated that other reports containing descriptions of individual school district activities, regional programs involving several school districts, and a listing of involved community organizations/businesses as reported by the school districts will be made available.

ACKNOWLEDGEMENTS

The Community/Classroom Partnerships Project is funded by the Virginia Department of Criminal Justice Services and is housed at the Virginia Department of Volunteerism. As it prepares for its third year, the Project continues to benefit from support provided by a coalition of organizations dedicated to improving education in Virginia. It is through the assistance of the coalition that we have published a resource guide to partnerships in Virginia and this survey.

Many people have been particularly helpful in assembling the information for this document. Jody Hickey, Sarah Radkowsky and Jerrianne Bier helped write summaries of the survey responses. Sarah Radkowsky and Cass Hines made follow-up telephone calls during the summer. Dr. Jane Asche helped design the survey and provided unfailing encouragement throughout this project. Dr. Bruce Gansneder and Eileen Williams at the Education Research Bureau at the Curry School of Education at the University of Virginia helped prepare the demographic and statistical information. Cass Hines and Sandy Price typed hundreds of pages of survey responses.

Keith Cheatham, Assistant Director of Economic Development, and Max Cisne, as Chair of the Education Committee, on behalf of the Virginia Chamber of Commerce, responded compassionately to the concept of school/community partnerships and have committed their time and resources to the Project in general and to the survey in particular. Specifically, Keith and Max, with the assistance of Parker Hardy, Jr., former President of the Virginia Association of Chamber of Commerce Executives, and Clarice Costen of the Richmond Metro Chamber, enlisted the assistance of 40 local Chamber executives who conducted the survey interviews with local school district administrators.

Our thanks to you all.

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SCHOOL/COMMUNITY PARTNERSHIPS SURVEY

OVERVIEW OF THE SURVEY AND GENERAL FINDINGS

OVERVIEW:

WHAT IS THE SCHOOL/COMMUNITY PARTNERSHIP SURVEY?

The Survey was designed to elicit information about school districts involved in school/community partnerships. The first section requested demographic information and contained a matrix in which to indicate kinds and length of partnership involvement. The second section asked for a description of the partnership: how it got started, its goals and outcomes, resources from business and nonprofit organizations, and recommendations for others undertaking similar programs.

WHY WAS THE SCHOOL/COMMUNITY PARTNERSHIP SURVEY CONDUCTED?

School/community partnerships have been promoted as an essential ingredient for education reform in America. The business community -- corporations, small businesses, Chambers of Commerce, and regional development organizations -- challenges the education community to make significant changes in the way schools prepare America's youth for the workplace.

Virginia is committed to competing successfully in the marketplace. Local and state representatives and members of the business community aggressively encourage out-of-state and international businesses to locate in the Commonwealth. The schools must therefore provide a technically competent and trainable workforce, able to adjust to changing marketplace demands and rapidly evolving technology. Across the Commonwealth, there is the realization that Virginia's schools must change in order to enable Virginia to compete. But schools cannot do it alone; they need a committed involvement from their local communities, as well as regional and state-level leadership and support.

Two years ago, this Project began to study existing partnerships in search of programs which could be replicated throughout the state. We found that there was little consensus or organized information about partnerships in Virginia. Indeed, the term "partnership" was used broadly to describe many different activities involving resources brought into schools. We wanted to promote statewide communication and dissemination of information across school systems, businesses, nonprofit organizations, and the general public. We wanted to establish ways to communicate across organizations involved in partnerships. While communication is often extensive and informative within the various networks involved in partnerships, there are few opportunities to share between networks.

In order to do this, we decided to conduct a statewide survey. The Virginia Chamber of Commerce offered its assistance, as did the Virginia Association of Chamber of Commerce Executives. Throughout the spring and summer of 1990, we solicited information from every school district in Virginia, asking for information about of their partnerships.

HOW WAS IT ADMINISTERED?

At its annual conference in April 1990, the Virginia Association of Chamber of Commerce Executives agreed that its representatives would solicit information regarding school/community partnerships from their local school districts. The representatives contacted their respective superintendent of schools and requested an interview with the appropriate person in the school system. Through this process, 40 responses were received from the 133 school districts. Acknowledging that the administration was the survey was coinciding with the end of school year activities -- a traditionally hectic time for school districts -- the survey deadline was extended and copies of the surveys were mailed directly to the remaining school districts. By July 5, approximately 70 responses had been received. Telephone surveys were then conducted with the previously unresponsive school districts. By October, information regarding partnerships had been collected from 115 school districts.

WHAT WERE THE FINDINGS?

Although information about partnerships is complex and changes rapidly, the survey results indicate a consensus among the responders that school districts and their communities benefit from organized, accessible communication about available resources and training for students. The results also indicate that the districts and communities would derive additional benefit if information about other partnerships across Virginia were available. While there was great diversity among the partnership activities of 115 school districts, there emerged a common pattern of how school/community partnerships evolve.

The diversity of the school/community partnership activities in the several districts, the varying levels of formal organization, and the extent of effective communication about partnership activities within and across school districts, make it extremely difficult to describe a *typical* partnership. While each school district and its community should strive to create a partnership which meets its specific needs, it is imperative that each begin with a general understanding of the nature of and set reasonable expectations for school/community partnerships. Without this basic knowledge, many districts are finding themselves "reinventing the wheel" with regard to partnerships, mis- or un-informed about available resources, and setting unrealistic or insufficient expectations.

Measurable results are increasingly expected from partnership programs. As school/business partnerships evolve and commitments of school and community resources are increased, there is a proportionate increase in the schools' and the community's expectations for tangible results from the partnerships. As one business executive who provides several million dollars worth of time and materials to programs across the Commonwealth each year stated to us, "Don't tell me your program's worth can't be demonstrated in measurable terms. I want to know, 'Can I take a picture of it?' If it's an effective program, there will be measurable differences. I want more than 'everybody feels better.' That's important, but change and improvement are what I'm going to commit resources and time to."

However, when districts look to measurable data, they sometimes choose increased scores on standardized tests as the sole measure of change and improvement. This can lead to a narrow focus when it comes to selecting activities and may exclude other choices. For example, to determine that a tutoring program is effective because test scores increase the desired number of points also creates boundaries around individual choices for tutoring activities: within are the appropriate activities leading to higher scores. Other activities that are valued may be perceived as secondary in importance.

In addition, there seems to be a perception of two different kinds of information that can be collected to evaluate partnership programs: "soft" data such as improved attitudes, increased self-esteem, improved communication and understanding between schools and their communities seem to fall into one category, and "hard" data -- information that can be collected as numbers and counted -- seems to fall into another.

The concept and practice of assessment and evaluation in Virginia's school/community partnerships is as varied as the concept of partnerships itself. For many school districts, an increase in resources available to schools and students constituted a successful partnership. Other districts focused on special programs for at-risk students such as mentorships and apprenticeships. Other school districts report the formation of foundations and partnerships with local Chambers of Commerce. However, few of these programs have built-in plans for monitoring progress and collecting specific data along the way. Such data could be used to demonstrate the effectiveness of their programs.

Of particular importance to partnerships between schools and local businesses is the connection between needed workplace skills and the corresponding school curriculum that will insure that graduating students have them. For such partnerships, judging their effectiveness is directly tied to an effective needs-assessment, realistic goals and strategies for meeting those goals, and mutual respect and ongoing communication. All these conditions can be anticipated and monitoring strategies can be designed and put in place from the outset. It becomes quite logical to re-survey the local businesses to see how the original needs are being met, and to solicit ideas and

recommendations for modifications in the partnership program. One school district that did this regularly also surveyed parents about their concerns and perceptions of their child's participation in the partnership. This information from the parents helped reshape and bolster the program at their alternative high school.

The lack of communication between school districts was sometimes matched by the lack of communication ***within*** school districts. When we called a school district back to clarify information, we would sometimes talk to a different person than the one who filled out the survey or to whom we had already spoken. We found that this new person might have a great deal more new information than a previous informant, or might express surprise to learn about his or her own partnership activities from us!

The rest of this publication describes the information we secured from our survey. In general, we found that:

- ***Partnerships are abundant in Virginia.*** One hundred and eleven districts (85% of all districts in Virginia) reported that businesses contributed resources to school programs. Fifty-two per cent reported that nonprofit organizations (such as Rotary Clubs, Kiwanis Clubs, Junior Achievement, Boy Scouts/Girl Scouts, Key Clubs) contributed resources. Sixty-eight districts reported that business contributed leadership to partnership efforts, 60 districts indicated that nonprofit organizations provided such leadership.

- ***The term "partnership" is used broadly.*** Regional partnerships represented by a formally incorporated foundation were reported by Fairfax County, Henrico County, Montgomery County, Smyth County, the City of Charlottesville with Albemarle County, and the City of Salem. Local Chambers of Commerce were often integral participants of partnership programs, providing leadership and a wide variety of resources to their partnerships. Such participation was reported by school districts in Bland, Fairfax, Henrico, Highland, James

City/Williamsburg, Montgomery, Pittsylvania, Wythe, Chesapeake, Lynchburg, Petersburg, Suffolk, Virginia Beach, the City of Richmond and the surrounding counties of Henrico, Chesterfield and Hanover, and the Peninsula systems of Hampton, Newport News, Poquoson and York.

Other partnerships were created for specific purposes, often involving fund-raising projects with a set time span. School districts take advantage of offers made by national as well as local businesses to obtain resources. For example, programs that provide computers for supermarket receipts were mentioned, as were pizza discount coupons as a reading incentive. Informal arrangements are often used to procure resources for one-time needs, such as equipment or repairs. Some smaller, rural districts reported that this informality was satisfactory because the community leaders were well-known to one another.

- ***Successful partnerships are well organized.*** These partnerships are often long-standing, some having been established over 20 years ago. Where the partnership is formally organized, particularly as an education foundation, clear goals and specific objectives will be found. Numerous school districts have created their own manual or handbook for partnership programs, including descriptions of various programs, forms with which to request resources or to volunteer services, and in some cases, descriptions of the outcomes of partnership programs. For example, a *Partnership Request Form* used by the Roanoke Schools City School Partnerships lists suggested areas of need and the benefits to students that can result. Manuals sent to us by several districts included stated goals and objectives and provide examples of partnership activities to improve student performance, instructional program and school environment.

Many districts have initiated programs through participating in the State Department of Education's *Training Academies*, which guide school teams through a nationally recognized training process.

Partnerships which aggressively seek community involvement and commitment and maintain active programs with long-term goals that are sensitive to changing community conditions develop diverse, sophisticated programs.

- ***Partnerships include a wide range of activities.*** Many partnerships have evolved out of community involvement with vocational training and apprenticeship programs. For example, the Peninsula Chamber of Commerce works closely with New Horizons Technical Center and Thomas Nelson Community College to coordinate workplace needs with vocational training of high school students. Out of this program, area corporations, the military and NASA have developed sophisticated training programs tailored to their employee needs.

  Other partnerships have been developed as a result of a major business becoming involved with their local community. For example, the Town of West Point has a special partnership with the Chesapeake Corporation, the area's biggest employer. Henrico County sponsors a program that involves students with the day-to-day running of local government. In Fairfax, a special program takes students through the entire process of constructing and selling a house.

- ***Informal agreements between schools and local organizations are often effective variations of more formal partnership arrangements.*** Small, rural districts reported that they felt comfortable going to community leaders when they needed additional resources. Respondents to the survey expressed satisfaction with this informal arrangement, which works well in a small community in which all the officials know each other.

- ***"Adopt-a-School" programs are the most popular partnerships in Virginia.*** Of the school districts responding, Virginia Beach reported

the most extensive adopt-a-school program. Because of the large military presence, Virginia Beach has successfully involved management and personnel expertise in its partnerships, as well as taken advantage of the many volunteers available. Large, suburban school districts such as Virginia Beach, Fairfax County, Arlington and Henrico manage these programs with full-time school coordinators and directors. Arlington's program, which is described as beginning officially in 1984, reported 22 ongoing programs, with plans for more. Providing positive adult role models for children in need was given as the most important reasons for promoting their adopt-a-school program.

There is a lively debate emerging concerning the term "adopt-a-school."To some, adoption implies a one-way relationship, with the schools as the needy recipients. This is a direct contradiction of the definition of a partnership. Some of the survey respondents pointed out that schools can and should be prepared to bring some of their own resources into the relationship, and that the best partnerships do just that.

- ***School/community partnerships are seen as closely tied to efforts for school reform.*** School systems across Virginia are responding in various ways to a growing, somewhat disorganized, perception that great international economic and social change is sweeping America, and that the best school systems will at least attempt some organized strategy to prepare themselves and their students for it. American corporations, small business organizations, the U.S. Department of Labor, and to some extent, the U.S. Department of Education have all published explicit descriptions and warnings about the American workforce. Along with other organizations such as the Business Roundtable, the Conference Board, and the National Alliance for Business, they warn of a workforce unprepared for a new technology and its effect on American culture, unable to adapt rapidly enough, and uncomprehending of what is happening to their old jobs, traditions and ability to make a living wage through the labor of their own hands.

All of these groups are calling for extensive and rapid overhauling of the American education system. The gap between this high-powered, immediate mandate and the ongoing, institutionalized processes of traditional schooling is of tremendous importance to the Commonwealth.

More and more, partnerships between schools and their communities, as well as with regional and statewide organizations are seen as the bridge between tradition and survival. With the loss of effective Federal leadership and support, and the decline of state resources, the future of the Commonwealth may rest in part on the way in which regions and individual communities can muster their resources and work cooperatively to prepare their children for a world that will certainly be unlike anything they have known.

SCHOOL/COMMUNITY PARTNERSHIPS SURVEY

SUMMARY OF SURVEY QUESTIONS

In this section, a summary of school district responses to survey items is presented. Questions 1 and 2 describe how partnerships got started, and are combined in one summary. Question 5, which asks districts to identify the school/s involved in the partnership, is omitted.

SUMMARY OF INDIVIDUAL RESPONSES TO EACH SURVEY QUESTION

Question #1: *How and when did the partnership get started?* and
Question #2: *Was there some kind of needs assessment process carried out to determine what the partnership should address? If so, how was it conducted?*

RESPONSE:

A majority of the school districts in Virginia have undertaken formal partnership programs. The survey results indicate that seventy-eight of the responding school districts have formal partnerships of varying durations. The most established partnership described was one initiated in 1957 between Henrico County School District and the North Richmond and Eastern Henrico Kiwanis Clubs. Carroll County School District has had formal partnerships for almost twenty years and, in 1970, the Fairfax County Vocational Education Foundation was established through a cooperative agreement between Fairfax County Public Schools and several local businesses. Many other formal partnerships were initiated during the past ten years. However, the majority of formal partnerships have started during the past five years.

Informal partnerships are also found in several school districts. Approximately fourteen respondents indicated that, although they did not have formal partnerships established within their school districts, less structured agreements and relationships did exist between schools and various local businesses and civic organizations. Several of these respondents indicated that efforts had been recently initiated to formalize some of these colloquial associations.

School and business/organization partnerships are perceived as a progressive remedy for many of the problems facing public education and it is apparent that they are becoming essential components of education in Virginia. Partnerships are initiated in a variety of manners. Often, formal needs assessments are undertaken to ascertain the areas within a school district that would derive the most benefit from a partnership. Twenty-one of the survey respondents had undertaken formal needs assessments prior to implementing a partnership program. An intuitive perception of a need usually starts the assessment process and efforts are made to further delineate

the nature of the need. For instance, in Albemarle County, a general community survey was compiled to match the needs of businesses and students. Gloucester County annually surveys school personnel, community members, and parents to determine need and goal priorities for the coming year. Sometimes needs assessments are initiated by school superintendents or faculty. They are occasionally the result of discussions among school authorities and significant members of the community, such as business leaders or parents.

The survey results indicate that thirty-six of the partnership programs described by respondents were initiated by schools. For example, one survey respondent reported, "In 1982, the volunteer program of the Newport News Public Schools was comprised primarily of parents. The division's Volunteer Advisory Committee identified the need to expand the program and decided to enlist the help of business representatives who, as volunteers, could share their expertise with students and educators. A corporate involvement committee was appointed, and members of the advisory committee voted unanimously to offer the program."

Partnerships are often viewed as collaborations between local businesses and specific schools. The school districts are sometimes reluctant to seek partnerships on a more regional level. Remedies for needs peculiar to individual schools are addressed by partnerships of an immediate and direct nature. In Franklin County, committees of teachers and principals determine the needs of individual schools. This approach respects the different priorities and needs facing different schools within the same school district.

Business and industry has shouldered its responsibility for community involvement by initiating a significant number of partnerships with Virginia schools and sixteen such arrangements were included in the survey results. Several partnerships were formed to address concerns expressed by business leaders.

Business has a viable interest in local education and often its efforts to ensure

a capable workforce from which to recruit employees directly benefit educational systems. In Richmond, an official at Signet Bank recognized the value of cooperation between local schools and businesses and began the Adopt-A-School Program. In Smyth County, several business leaders shared a consensus that students needed to learn about the responsibilities entailed by a full-time career. This concern, communicated to the appropriate school officials, initiated a school/business partnership. In Brunswick County, a brick and tile manufacturing company expressed its desperate need for bricklayers and a partnership to alleviate the problem through vocational education was formed: they reported to us that "bricklayers are in demand as evidenced by newspaper reports on the construction trades. The average age of bricklayers is said to be 57 and many contractors suggest other construction products because they can not get trained bricklayers." This chronic need was the impetus for setting up the partnership.

Sometimes a need suffered by an entire region provides the necessary impetus for partnership programs. In Washington County, a partnership was started in recognition of the area's high adult illiteracy rate. Efforts were directed towards preventing "at risk" students from dropping out of school and perpetuating the cycle of illiteracy. Once the program was underway, the students participated in the needs assessment for projects and many of the group activities were student directed. It is interesting to note that this is one of the few partnership programs to involve students in the program development stage of the partnership.

Civic organizations also participate in partnership arrangements with local schools and eight such partnerships were described in survey responses. A representative from the Boy Scouts of America initiated a tandem effort with Patrick County High School to provide a career awareness program for ninth through eleventh grade students. Another survey respondent reported, "In 1976, the County of Gloucester and the Gloucester Public Schools jointly formed the Department of Community Education whose major purpose was to involve the community in schools and local government. The department is responsible for the school's community

involvement program, which organizes community partnerships with individuals schools. It also coordinates community use of school facilities, lifelong learning opportunities, public relations, interagency cooperation, and use of community resources in school curriculum." School partnerships were also initiated by Lynchburg College and the Virginia Department of Transportation.

Local Chambers of Commerce are often integral participants in partnership programs and many survey respondents applauded their efforts. The following Chambers of Commerce were specifically commended in survey responses: Appomattox, Blacksburg, Bland, Botetourt, Chesapeake, Christiansburg-Montgomery, Clarke, Essex, Fairfax, Goochland, Hanover County, Highland, James City/Williamsburg, Lynchburg, Petersburg, Pittsylvania, Powhatan, Richmond, Suffolk, Virginia Beach, Warrenton-Fauquier, Williamsburg, and Wythe.

The Chamber of Commerce is an integral part of regional partnerships. On the Peninsula, the Chamber of Commerce works with five school districts to coordinate a significant partnership between local schools, small businesses, corporations, and military installations. Regional programs in the Roanoke Valley, the Shenandoah Valley, Northern Virginia and in Tidewater contribute to the success of well-organized, comprehensive and effective partnerships.

Educational foundations involved in partnership programs were described in the following school districts: Charlottesville-Albemarle, Fairfax, Henrico, Montgomery, Salem, and Smyth.

In conclusion, measures to initiate partnerships are as varied as the partnerships themselves. Partnerships do not require unanimous approval or overwhelming concerns to be initiated. Partnerships espouse an orientation towards community and, as such, they can be initiated by one individual or a group of individuals. Their purpose is to ultimately improve the quality of life. Participation from all sectors of the community are welcome and essential.

Question #3: *"What is the overall purpose of the partnership?*

RESPONSE:

Partnership initiatives share a mission to improve the quality of public education, however, the unique characteristics of individual school districts distinguish each partnership. The survey results indicate that partnership initiatives are directed to several broadly defined goals although efforts to achieve these goals are channeled into a variety of partnership arrangements.

PURPOSE 1: To enhance student achievement and preparation for work.

Survey respondents communicated an overwhelming concern for students and sixty of them stated that enhanced students achievement was the primary goal of their partnership initiatives. Several key methods of realizing this important goal were described.

Many partnerships are designed to improve specific skills, such as writing, math, or reading. Others expose students to specialized fields such as economics or vocational trades. The Department of Correctional Education forms partnerships "to deliver literacy services. To improve the reading skills of DCE students. To improve the chances for success once the inmate has left the correctional setting." In Dinwiddie County, "the major focus of the partnership program is to assist students in academic areas through tutoring, reading, listeners, art activities and creative writing."

Fairfax County's FAME partnership is designed to positively influence intermediate school females to take as many math and science courses as they can in high school and college. In Isle of Wight County, partnerships are intended "to increase knowledge of economics and its concepts." Smyth County began partnerships so that "students enrolled in Industrial Maintenance Mechanics and Drafting classes will gain on-site work experience in a modern machine and tool shop, and will also learn to appreciate the need for further education in order to advance in this career."

Other partnerships familiarize students with the workplace and are intended to introduce students to the expectations they will encounter as future employees. In Campbell County, the purpose of the partnership arrangements is to "get businesses more interested in students and students more interested in businesses. Also want businesses to let kids and teachers know what they expect from them." In Hanover County, the goal of its partnership program is "to better prepare high school students for their first employment experience and to gain the support of the business community in providing the best possible education for students." To achieve this end, volunteers from the business community share information and activities with students that extend and enhance teacher instruction." Partnerships in Pittsylvania County "teach eighth grade students how business really works."

Students benefit from the expanded curriculums and exposure to cultural events that partnerships often provide. Brunswick County has partnerships "to obtain local and state speakers to provide current up-to-date information related to real world topics." The overall purpose of partnerships in Charles City County is "to expose students to different cultural and career-oriented activities and/or speakers. It is hoped that as a result, students will be inspired to focus on achieving, staying in school, and seeking further training or higher education after graduation." The focus of the Henry County partnership is a "citizenship development program in which industry provides speakers and role models and some financial assistance to help teach students how to be better citizens." Norton's partnership "educates students about local heritage and culture and teach students about the arts."

Partnerships are also developed to address specific student needs or provide resources that directly benefit students. Programs are initiated to offer tutorial or role-model support for students. As mentioned earlier, tutoring is a major component of Dinwiddie County's partnership program. The focus of Arlington County is "to provide resources and supportive adults to guide children. Give encouragement and to help achieve." Students derive a direct benefit from partnerships that provide equipment and material resources.

The Alleghany Highlands school district uses partnerships "to be able to

achieve the completion of projects that would otherwise not be funded." Lunenburg County states that "students benefit from expanded teacher experience, improved equipment, better facilities and curriculum" and has implemented its partnership to realize these benefits. Page County's partnerships are designed "to strengthen computer education." Frederick County uses partnerships "to improve the instructional program for children by making equipment available to them."

Many partnerships broaden student awareness of career opportunities. In Patrick County, the overall purpose of their partnership "was to bring individuals to the school who represent various occupations. The students would have the same opportunity to ask questions in more detail relative to specific occupations." One of the goals of the Wise County partnership program was to "develop some awareness of career choices available to students."

The annual evaluation survery for Virginia Beach indicated that the partnership programs focused in these areas: 1) incentive/motivational 2) career education 3) academic excellence. Next year, additional emphasis will be placed on linking instruction to the workplace through career education K-12.

Students also benefit from partnership programs designed to promote students retention and provide performance incentives. Lynchburg's Karson/Dearington Partnership's goal is "to encourage at-risk students to further their education." Partnerships in Mathews County "provide individual attention to students who need academic help." Washington County has developed a partnership "to provide a route for success and achievement to those at-risk students whose futures were threatened by social and financial limitations and to better the lives of at-risk, non-college bound students." The partnership program in Suffolk County has an overall purpose of "improving students' academic achievement, motivating children to develop a strong self-image and offering them opportunities for growth."

Question #3: ***"What is the overall purpose of the partnership?"*** **- continued**

PURPOSE 2: To Develop Community Support for Public Education.

A second major focus of educational partnerships in Virginia is the development of community support for public schools. Thirty-two survey respondents identified this as major goal of their partnership initiatives. These respondents communicated a belief that community and business participation in public education would foster greater support and understanding of the challenges faced by Virginia's schools. The purpose of Accomack County's partnership "is to promote cooperation, support, and public relations." Carroll County has designed partnerships "for both the businesses and the schools to work together for the benefit of students and the county." Chesterfield County expresses its wish "to involve business and industry in the activities of the school system by initiating, promoting and supporting collaborative efforts to form a strong partnership bond." Partnerships in Franklin County are intended "to get community involvement and assistance, have children appreciate what businesses are doing and businesses should appreciate what the schools are trying to do."

In Loudoun County, "the purpose is to increase involvement for the school system, not just monetary support." Montgomery County seeks to "develop greater understanding of the relationship between public and private sectors. Provide community members with opportunity for increased volunteer options. Develop a better understanding of the needs and responsibilities of the schools." The goal of Prince Edward County is "to enhance the scope of cooperation between the school and the community." The City of Chesapeake states, "The overall goal of our Adopt-A-School Program is to create a joint effort between schools and the community which will enhance the educational process." Partnerships in Roanoke "provide a structured opportunity to the community to become actively involved in supporting and supplementing public education." Alexandria encourages partnerships to help the school system accomplish its mission of "educating students to be responsible, self-reliant, contributing members of a changing society."

Question #3: ***"What is the overall purpose of the partnership?"*** **- continued**

PURPOSE 3: To Enhance Teacher Performance through Partnerships.

Eight of the survey respondents expressed an interest in enhancing teacher performance through partnerships. Partnerships which expose faculty to business practices were perceived as universally beneficial to teacher, student, and community. In Fairfax County, the goal of the BIE (Business Institute for Educators) Program "is to get educators in the business workplace so they can gain first-hand knowledge of what will be expected of their students. This business/education partnership has been highly beneficial to educators who have gained useful ideas and information to take back into the classroom, learned about business trends and how education is being applied in the business setting, and developed a greater appreciation of the growing interdependence of the business and education communities."

Lynchburg's BIE Partnership "was established to acquaint educators with business needs." Lunenburg County recognizes that "students benefit from expanded teacher experience."

Partnerships which provide teachers with improved equipment and greater training opportunities were also cited by survey respondents. Prince George County utilizes partnerships for "maintenance of our Student Assistance Program and updated training for our teachers." The improved equipment provided by its partnerships has benefited both students and teachers in Lunenburg County. Partnerships also offer teachers incentives for educational innovations. Williamsburg/James City developed partnerships with the goal of providing teachers with incentives for innovative classroom projects.

The personnel department of Hanover County Schools adopted the department of personnel and training of Blue Cross Blue Shield of Virginia to share programs in office management, substance abuse recognition training, participatory management and office skills enhancement.

Question #3: ***"What is the overall purpose of the partnership?"*** **- continued**

PURPOSE 4: To Garner Financial Support for School Programs.

Financial support was cited by five respondents as a primary purpose of their partnership programs. In Goochland County, "the purpose of the OM [Olympics of the Mind] Program is to raise enough funds to allow the students to get to the regional competition." Middlesex County also enlists partnerships to gain financial support from the business community.

PURPOSE 5: To Understand and Use Business Management Techniques to Improve the Quality of the School System.

Three survey respondents hoped to gain efficiency within their school systems through partnership programs. Culpeper County uses partnerships to improve educational opportunities for its students to "make the school system more responsive and effective for students and community." Partnerships in Dickenson County are utilized "to create a more efficient school system."

Question 4: ***What were the specific objectives and activities that were carried out (and are ongoing) to achieve this goal?***

RESPONSE:

Sixty-five respondents described a wide variety of activities being carried out to achieve previously identified goals of partnerships. These activities have been grouped into five general categories. These include resource development, career awareness/career development, incentives, sponsorship/coordination, and administrative/program-policy development.

*1. **RESOURCE DEVELOPMENT*** - The development of resources was the most prevalent focus of partnership activities (26 responses) and took many forms.

Giving time and expertise: The most frequently cited resource (19 responses) was that of people giving time and expertise. Thirteen respondents engage partners as guest speakers or as part of a speakers' bureau to enhance or supplement curriculum. Five call on partnerships for field trip chaperons. At lease nine described the role of partnerships in tutoring, science projects, self-esteem programs and in providing role models for at-risk students. Three others are involved in volunteer program development and one mentioned a landscaping project carried out by its partner.

Direct financial assistance was a second form of resource development mentioned by seven respondents. Partnerships provided the monies to enhance library reserves, build playground equipment, and offer cultural events.

Donations of materials and supplies such as computer hardware and software, science equipment, sewing machines and maps and globes were important aspects of seven partnerships.

Technical assistance described by seven respondents included training for teachers, release of employees for teaching, computer needs assessment, college academic courses and teacher internships.

Providing partners access to and use of school facilities was an activity

described by two respondents.

2. CAREER AWARENESS/CAREER DEVELOPMENT: At least 15 respondents described activities that contributed directly to career awareness and career development among students and educators. Cooperative work study programs and opportunities for work experience were cited by six respondents. Tours of workplaces and on-site visits to businesses were components of five partnerships. In addition, partnerships were key to offering career fairs and career days for three divisions. Other specific activities included job skill training (1), shadowing/mentor programs (2), student government day (1), and a stockmarket project. In the Fairfax County area, the FAME program arranges for female students to visit businesses to see how math is applied in the workplace. Another program takes educators on tours of local companies.

3. PROVIDING INCENTIVES: Ten respondents stated that partnerships served a significant role in providing incentives for students and staff to recognize and encourage positive accomplishments. Awards and rewards in the form of t-shirts, trophies, scholarships, grants, gold ID cards and trips were furnished for such things as academic achievement (2), good attendance (1), model behavior (1), and citizenship (1). One partnership provided a teacher appreciation program, another sponsored a staff wellness and fitness program.

4. SPONSORSHIP/COORDINATION: In eight instances, partnerships coordinated and/or sponsored various student events and groups such as scout troops, science fairs, field trips, and clubs. Specific programs/projects mentioned include Junior Achievement, Book-It, World Book Partners, Leaders of Tomorrow, Peace through Education, afterschool enrichment and a dental partnership.

5. ADMINISTRATIVE/POLICY-PROGRAM DEVELOPMENT: Activities centering more on promoting support for education in the community and formulating policies/programs than on direct assistance (time, money, expertise) to the day-to-day school operation were the products of six partnership efforts. Advisory councils, school-related committees, foundations, and Chamber of Commerce programs provided opportunities by which partners could share expertise and lend support.

Question 6: ***Does this model program involve community service activities by students ages 18 and under?***

RESPONSE:

Of the survey respondents to this question, 37 answered that they did have student involvement. The programs they described are diverse, with many different approaches to the nature of community service. Of those who did not answer yes, 29 indicated that the program they described did not involve community service by students 18 and younger.

Five described activities relating to the environment such as recycling projects, adopt-a-highway programs, and community clean-ups. Four centered on fund-raising events such as "Jump the Heart", bellringing (Salvation Army) and others which benefitted such organizations as March of Dimes, Operation Smile, Make-A-Wish and needy children. Drug abuse awareness and prevention was the a theme of two, one of which included participation in Prom Night Drunk Driving Awareness Program. Seven respondents referred to the efforts of student clubs as a primary source of community service. Four of these mentioned Key Clubs specifically. Others listed SADD, SODA, FBLA and FFA. Among the other types of community service activities described were childcare, community building projects, food drives, interviews with community people, Homework Assistance Program, reception for a community organization, involvement on Community Council, Hospital Junior Volunteers, programs for nursing home residents, a "Terrific Kids" program and participation in reading month events and career fairs.

Question 7: ***Please list the community organizations involved in the model partnership program.***

RESPONSE:

Community organizations and businesses participating in model partnership programs were consistently similar regardless of the setting of the school districts involved in the various partnerships. School districts in urban, rural, suburban, or combination locales all enjoyed partnerships with organizations and businesses that had discernable ties to the communities within the school district.

Rural school districts were more dependent upon the participation of small locally businesses and community organizations comprised of citizens within the immediate vicinity. School districts which encompassed urban, suburban, or combination settings generally were afforded a more diverse assortment of businesses and organizations available for partnerships. Large corporations and organizations which participated in partnership programs nevertheless had a recognizable local presence in the school districts involved. So regardless of the setting of the school district, there remained a reciprocal relationship between the sponsor and the schools.

Businesses and organizations are apparently more likely to become involved in partnership programs when there is a direct and mutual benefit to be derived from the relationship. School districts are committed to the involvement of community organizations and businesses in their local educational systems. They point out that entire community benefits when education is enhanced. Corporations and local businesses are provided a more attractive arena from which to attract employees since school systems are often indicative of the quality of life offered by a community. They are also afforded a better educated population from which to recruit new employees. Certainly relations between a business and the community in which it is located are improved with partnerships.

The community organizations which participated in partnership programs with schools where often local chapters or affiliates of larger organizations. Such organizations included the following:

Question 7: ***Please list the community organizations involved.*** **- continued**

4-H Clubs
American Red Cross
American Business Women Association
American Heart Association
American Chemical Society
American Legion
Arts Councils
Audubon Society
Boy Scouts of America
Citizen Band Radio Clubs
Daughters of American Revolution
Extension Homemaker Clubs
Garden Clubs
Hampden-Sydney College
Hanover County Department of Parks and Recreation
High Point College
Honor Societies
Hospitals
Humane Societies
Jaycees Club
J. Sargeant Reynolds Community College
Junior Archeology Associations
Junior Women's Clubs
Junior Achievement Clubs
Kiwanis Clubs
Lions Club
Local Drug and Alcohol Councils
Local Dental Societies
Local Chapters of Sororities and Fraternities
Local Community Services Boards
Local Athletic Boosters
Local Historical Societies
Local churches of all denominations
Local Bar Associations
Mason Clubs
Medical College of Virginia, Dietetic Intern Program
Music Clubs
NAACP
Optimist Clubs
Parent-Teacher Associations

Question 7: *Please list the community organizations involved.* **- continued**

Parent-Teacher Organizations (PTO)
Randolph-Macon College
Retired Officers Associations
Rotary Clubs
Ruritan Clubs
Senior Citizen Clubs
Sons of the American Revolution
The Links, Inc., Potomac Chapter
Toastmasters Clubs
United Way of America
Veterans of Foreign Wars Chapters
Virginia Commonwealth University, Music Department
Volunteer Literacy Organizations
Volunteer Fire and Rescue Squads
Women's Clubs

Federal, state, and local government offices and state universities often provide assistance to school districts:

Bureau of Alcohol and Beverage Control
City Councils
City Police Agencies
Commonwealth College of Richmond
Commonwealth College
County Administrator Offices
Department of Human Services
Department of Mental Health
Department of Motor Vehicles
Department of U.S. Navy
Federal and State Forestry Departments
George Mason University
Job Placement Boards
Juvenile Court Services
Local School Boards
Local Boards of Supervisors
Local Public Libraries
Local Airports
Local Chambers of Commerce
Local Sheriff's Departments
Local Junior Chambers of Commerce

Question 7: ***Please list the community organizations involved.*** **- continued**

Local Clean Community Committees
Local Drug and Alcohol Councils
Longwood College
Lynchburg College
Office of State Adult Literacy
Northern Virginia Community College
Piedmont Virginia Community College
Roanoke College
Social Security Administration
State Highway Department
State and Local Departments of Parks and Recreation
State and Local Extension Services (VPI)
State Office on Youth
State and Local Museums
State Police
State and Local Public Health Departments
State Department of Education
The Clean Virginia Program
Tidewater Community College
U.S. Army Transportation Center
University of Virginia
Various Military Installations
VCU Center for Public Affairs
Virginia Employment Commission
Virginia State University
Virginia Wesleyan College

Question 8: ***Please list the businesses involved.***

RESPONSE:

Over 500 businesses were listed in partnerships with schools. The extent of business involvement is probably three times as great. Thus, the list here is partial, and reflects the variation in survey responses between those school districts listing all businesses involved in school partnerships and those which gave a partial list of businesses involved in selected partnerships.

According to the responses collected by this survey, businesses are most likely to become involved with their local school districts, whatever the size of their organization. Thus, major corporations such as Mobil Oil, the Chesapeake Corporation, and AT&T appear most often in descriptions of partnerships with school districts where their headquarters are located. The businesses most frequently listed by school districts are banks and restaurant chains. Also frequently listed were IBM, C&P Telephone, and Virginia Power.

Although this list is not a complete one, it does provide a sense of the extensiveness of participation in partnerships. The following banks were listed by the school districts given in parentheses:

Ameribanc [Va Beach]
Atlantic National Bank, [Norfolk]
Bank of Suffolk, [Suffolk]
Central Virginia Bank [Powhatan]
Central Fidelity Bank, [Alexandria, Hanover, Petersburg, Richmond]
Citibank, [Fairfax]
Citizens and Farmer Bank, [New Kent]
Coastal Virginia Bank (Va Beach)
Commerce Bank, [Chesapeake, Newport News, Va Beach]
Community Bank, [Petersburg]
Consolidated Bank and Trust Co., [Richmond]
Consolidated Bank-Azalea/Brookhill Branch, [Richmond]
Crestar Bank, [Alexandria, Hanover, Martinsville, Petersburg, Pittsylvania, Richmond, Suffolk, Va Beach]
Dominion Bank, [Chesapeake, Richmond, Va Beach]
Fidelity National Bank, [Prince Edward]
First American Bank, [Fairfax, Hampton, Va Beach]

First National Bank, [Franklin, Henry]
First National Bank of Broadway, [Rockingham]
First Virginia Bank, [Fairfax, Hanover, Suffolk, Norfolk, Staunton]
First Virginia Bank of Tidewater; [Newport News, Va Beach]
Life Savings Bank (Va Beach)
Northern Neck State Bank, [Richmond County]
Old Point National Bank, [Hampton, Newport News]
People's Bank of VA Beach, [Va Beach]
Piedmont Trust Bank, [Martinsville]
Princess Anne Commercial Bank (Va Beach)
Resource Bank (Va Beach)
Signet Bank, [Norfolk, Fairfax, Petersburg, Richmond, Va Beach]
Sovran Bank, [Newport News, Norfolk, Fairfax, Hampton, Hanover, Chesapeake, Va Beach, Suffolk, Richmond, Petersburg]
Virginia Beach Federal Savings Bank, [Va Beach]

This partial list of restaurant chains were included in the following school districts:

Arby's, [Buckingham]
Best Western/Hanover House [Hanover]
Burger King Corporation; [Hanover, Martinsville, Newport News, Suffolk, Virginia Beach, Williamsburg/James City County]
Chick-Fil-A, [Martinsville]
Dairy Queen, [Hanover, Martinsville, Suffolk, Va Beach]
Domino's Pizza, [Hanover, Richmond]
Friendly's Restaurants [Hanover]
Golden Skillet, [Suffolk]
Hardee's, [Northampton, Chesapeake, Williamsburg/James City County]
Long John Silver's, [Martinsville]
McDonald's, [Fairfax, Hanover, Newport News, Norfolk, Hampton, Williamsburg/James City County, Va Beach, Suffolk, Chesapeake, Northampton]
Morrison's Cafeteria, [Buckingham, Norfolk]
Pizza Hut, [Hanover, Loudon, Newport News, Norfolk, Hampton, Chesapeake, Appomattox, Suffolk, Va Beach, Williamsburg/James City County]
Ponderosa Steak House, [Dinwiddie, Hanover, Petersburg, Va Beach]
Quincy's Family Steak House, [Hampton, Newport News]
Taco Bell, [Chesapeake]
TCBY (Va Beach)

Question 8: *Please list the businesses involved.* - **continued**

Two Pesos (Va Beach)
Wendy's, [Chesapeake, Norfolk]

Businesses mentioned most frequently are listed here alphabetically. Again, this is a partial list.

C & P Telephone Company, [Chesapeake, Dinwiddie, Fairfax, Hanover, Newport News, Norfolk, Richmond, Va Beach]

I.B.M. [Charlottesville, Chesapeake, Martinsville, Newport News, Norfolk, Fairfax, Va Beach]

Pepsi Cola Company, [Loudon, Martinsville, Newport News, Virginia Beach, Brunswick, Richmond]

Virginia Power, [Hanover, Newport News, Henrico, Hampton, Alexandria, Buena Vista, Fairfax, Suffolk, Mecklenburg, Louisa, Va Beach]

Question 9 : ***Does this model program involve parents? If so, please describe.***

RESPONSE:

Parental involvement in partnership programs varies widely with little relation to the demographics of the school districts. There is slightly higher participation of parents in the urban and suburban school districts but, overall, a school district's setting and population have a negligible impact on parent participation. Indeed, many school districts plan their partnership programs with no provision for parental interaction outside of emotional support for their child's participation.

Parental involvement in Parent-Teacher Associations is encouraged and is often the extent of parental involvement in the schools. Parents are often included in steering and advisory committees and thus they may be instrumental in partnership programs at the initiation and planning stages. In rural communities, it is interesting to note that there is an equal distribution of school districts who use parent volunteers and those who do not. The rural school districts that do utilize parent volunteers, however, do so in a broad range of activities.

It may be surmised that the often limited use of parental volunteers in partnership programs is related to the very nature of the partnerships. The partnerships are usually designed to solicit community involvement with the school system on a broad scale. Parents may be indirect participants as employees of sponsor businesses or members of participating community organizations but it is probably assumed that, as parents of school age children, they are already aware of the needs and mission of the community's school system. The underlying focus of the partnership programs is to foster greater support of the school system in the community as a whole.

Question 10: ***What do you believe to be the most important outcomes of this partnership?***

RESPONSE:

Overall, survey respondents cited general, often ambiguous, outcomes of their partnership endeavors. Thus, successful partnerships were more often perceived than measured and quantitative information did not exist. Any accomplishment of partnership objectives was usually expressed in anecdotal terms. Generally, the survey responses could be categorized into three areas: increased cooperation among schools/businesses/communities, benefits to students, and benefits to teachers.

Forty-seven respondents recognized ***increased school/business/community cooperation*** as the most important outcome of their partnerships. In Albemarle County "Educators gain a greater awareness of businesses as far as how to prepare students. Businesses gain a better prepared labor force. Schools benefit from resources provided by partnerships." Bedford County desired a "mutual beneficial understanding of education needs" and Augusta County hoped for "training and providing skilled people for the good of the community." Clark County sought to "create a link between school and community." Hanover County perceived that its partnership program "has resulted in increased overall interest, support and involvement of the business community in the schools and children of Hanover."

King and Queen County observed an improvement and increased in business and school district communication and Louisa County applauded its partnership program as "an excellent public relations tool for the school system." Partnerships in Mecklenburg County resulted in "a more positive attitude and a better understanding of what schools are trying to do." Prince Edward County gained support for its public schools and credited partnerships with bringing to school administrator's attention things that may have been overlooked and garnering public support in the budget-making process. Partners in Alexandria Public Schools programs reported "improved employee/volunteer morale or attitude and public relations benefits." In Petersburg, "Improved attitudes between the schools and community and an increase in student motivation has been realized as a result of this School/Business Partnership." Partnerships in Waynesboro contributed to a "recognized need by the

entire community of the importance of education for success in this complex and technical world."

Benefits to students were recognized by thirty-six survey respondents as the most important outcomes of their partnerships. Suffolk Public Schools witnessed improved student achievement on standardized tests which they attributed to the tutoring provided through partnerships. A greater number of students earned a place on Suffolk Public Schools' honor rolls and better student attitudes toward school were perceived. Poquoson Public Schools observed primary school students "learning about senior citizens and having the opportunity to develop friendships" and high school students exploring career opportunities. Officials in Bristol Public Schools were hopeful that "students will see first-hand what the actual work site is like and will find out what they need in their educational years to meet the needs of the work place through partnership programs." Smyth County reported favorable comments from students regarding partnerships such as, "very worthwhile project," "gained more knowledge," "see the need for further education," "career choices may change as a result of the program." An increase in the maturity level was also perceived by those involved in the Smyth County partnership program. King William County expressed the hope that partnerships would improve the instructional programs offered to its students. Appomattox County cited "improved benefits to students through parental involvement and improvement in work ethics and attitudes of student."

Eight of the survey respondents stated that ***teacher benefits*** were an important outcome of their partnership programs. According to Chesterfield County, "This partnership has provided the teachers with many valuable resources in the business community to enrich curriculum presentations." As a result of partnerships in Prince George County, its staff has "developed new and improved listening skills." Charlottesville witnessed "an enhancement of our faculty and administration's professional growth and development accompanied by greater understanding of the complex needs of our students and parents by members of the partnership." Lynchburg teachers received "hands-on business experience through partnerships and teacher morale in Suffolk was improved.

Question 11: ***What advice would you give to another district that would like to undertake a partnership such as yours?***

RESPONSE:

Virginia school districts who have participated in partnerships with businesses and community organizations have expressed enthusiastic endorsements of the experience. They have graciously provided advice to other school districts that may be considering future partnerships and have shared the following insights:

"Determine needs, make time, be knowledgeable, allow flexibility."

"Get parents involved in early planning stages. Get business and industrial community together to explore needs and possibilities. Get local agencies involved."

"Do it. Need to enlist administrative support. Meet to get ideas. Do not force organizations. Start steering committee (consisting of two school representatives, two from business, principal, parent and teacher). Establish a written partnership agreement. A kick-off ceremony. Volunteer training."

"Involve as many people as possible. Attain broad support."

" Key to partnership is availability. What types of opportunities are available?"

"Visit those that have a model program and learn from those. Stay in tune with local economic development people."

"Be sure to outline specific responsibilities. Have specific need identified. Both sides need to need each other."

"Never too late to start one -- most important to convince businesses that it's a worthwhile thing to do."

Question 11: ***What advice would you give to another district*** **- continued**

"Form a partnership with business that is mutually beneficial. Do not approach business with a need to be satisfied with money alone. Lay the groundwork firmly by involving the human resources of a business as the initial goal."

"Solicit as much community involvement in school system to all segments of community; not as effective without all segments, parents, business, citizens, etc."

"Work hard and see that the partnership becomes a reality--good program to have."

"One person at each school participating in the project must be fully committed to the concept and trained in volunteer management."

"In the early stages of any collaborative process, tentative behavior by both parties is inevitable, so it is necessary to be prepared to persevere through polite exchanges of ideas before securing the comfort and trust needed to establish a productive working relationship. If the divergent attitudes and interests of each group can be anticipated, the likelihood of either group becoming frustrated by public-private sector difference is lessened."

"Talk to people."

"Do not limit yourself to "partnership concept only -- expand concept to community involvement with partnership program being one part of total involvement program.

"Bring the businesses in and let them help more, plan more and look beyond just asking for money -- they need to be involved totally."

"Careful recruiting of appropriate participants, having an orientation for teachers and business representatives, and having support for the program are key elements in initiating and maintaining a successful program."

Question 11: ***What advice would you give to another district*** **- continued**

"The school division must commit a full-time staff person to work in conjunction with the business partner. A partnership of this significance requires committment from both partners."

"Don't be afraid to open up to criticism and bring private groups to the school."

"Try to contact local industries; go out and knock on doors."

"Get a few interested people who are key people in the community to start program. Start small, plan well."

"An excellent project. Develops a cooperation between schools and business. Would encourage other schools to start one."

"Keep working at it. Must be persistent and educate businesses because they think schools only want money."

"Work with Chamber of Commerce."

"Assign an administrator to develop concrete plans."

"Do it! There are no rules in concrete and no set way to go about it. Take the concept and improvise. Make the most of what is available in your area. Anything that is worthwhile will find a way of working out...no kidding!"

Question 12: ***Are there other issues or events concerning this partnership that it would be helpful to know?***

RESPONSE:

The model partnership survey invited those school districts who have participated in partnership programs to discuss issues or events pertinent to their experience which may be of interest to other school districts considering future partnerships.

"The business community believes that it is imperative that they lose neither the momentum not the enthusiasm which has been developed within the business community because partnerships benefit all of us. In addition to improving instructional programs, professional development, and the efficiency of the school system, the involvement of business and industry in the educational process contributes to better educated, better prepared, and better informed citizens. It is in the interest of the next generation that we all share our experience, effort, and resources and so make available to our children the very best education we can provide."

"It is important to be consistent in the message about the goals and outcomes of the partnership and to be sure that the message is spread over as broad an area as possible. Where there is a program which can provide real measures of success with students, it important for people -- school personnel (like guidance counselors) and the public to know."

"Have found that when approaching businesses, they are overwhelmed and willing to help. It is important to have a policy regarding businesses in the process of developing one for a formal partnership."

"The ability to communicate effectively is essential to all aspects of life -- home, work, and school. Although the program addresses topics related to employment, the skills developed have enhanced students' communication skills in other activities. Successful communication is a basic skill, not addressed through specific training. The theme of the program also provides an awareness of the value of this skill."

Question 12: ***Are there other issues or events concerning this partnership that it would be helpful to know?*** **-continued**

"It is so popular among students, parents, county and school officials, we wish we could involve more young people."

"Teachers must feel confident in order to open their doors and share responsibility with the community. Excellent principals help teachers gain such confidence."

"Other community organizations and businesses are involved with the schools. The Coordinator of Educational Partnerships is working to identify and promote these activities as part of the model program. In addition, the coordinator works with individual schools in setting up organized volunteer programs at the school site -- if this is not already in place. Each school has or is in the process of identifying a parent and a staff volunteer coordinator."

"Have learned to cover many different things. Public relations is very necessary to get information to the community especially because our community is small, it is beginning to realize that we can work together more effectively."

"Businesses have already provided workshops for teachers, provided funding for meetings, receptions, etc. All are backed by top management which are committed to the program."

"Junior Achievement Model is in use here. Contact Junior Achievement, the national office, for information."

"You must be committed to developing such a program."

"Although they want human resources involvement, they won't refuse money. Many schools have multiple adopters."

"The liability factor should be looked into when doing high-risk work."

Question 12: ***Are there other issues or events concerning this partnership that it would be helpful to know?*** **-continued**

"About 25 to 28 students who meet present criteria at end of school year are rewarded by a trip to places like Kings Dominion."

"Recognition of partners is a key element of program. Assistance needs to be provided to partners in how to establish and maintain effective partnerships. Contact with partners should be maintained."

"Many of the volunteers possess skills in specific areas. Teachers should become aware of community resources available by establishing a network with area businesses or the local Chamber of Commerce."

"Full-time coordinator is important. Develop a brochure for marketing, a newsletter for recognition, and a handbook of procedures for coordinating a program."

"The most important element of this program is the 'coming together' of businesses, agencies, community and students in a total volunteering effort that produces results that are invaluable. Everybody wins!